



# API

PEMBANGUNAN  
WARTA UPN "VETERAN" JATIM

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**Peningkatan Kerjasama di Lingkungan  
Perguruan Tinggi**

## PEMBANGUNAN TECHNO PARK UPNV JATIM WADAH KEKAYAAN INTELEKTUAL

Gambar Perspektif  
Gedung Techno Park UPNV Jatim

Kiprah LPPM : Kibarkan  
Bendera UPNV Jatim Se-Antero Nusantara

Surabaya Perlu Mempertahankan Pertanian Kota  
*Pendidikan Karakter Sebagai Uji Ketahanan*

Ketua Pengurus YKPP (kiri) bersama Rektor UPNV Jatim  
dan Kepala BP Dik dalam Pemancangan tiang Techno Park



# THE ROLE OF ENGLISH IN GLOBALIZATION ERA

In this globalization era, English is becoming more and more important as a means of communication. It is not only used among nations of different countries in the world, but also is used in official communications as well. That is why it is widely acknowledged that English is an international language which is spoken in almost all of the countries over the world. Besides, modern sciences and technology are also mostly written in English. This fact makes people learn this language in order to know the development of period, to improve their knowledge, and to keep up with the development of modern sciences and technology. Nowadays, there is a tendency that professionals are demanded to master English both spoken and written. This is the reality that many kinds of different information are both spoken and written in English, such as: scientific books, journals, technological information, negotiations among multilateral agencies, and other international networks. With this prominent position of English language, it seems natural that that Indonesian nation is also demanded for the English mastery.

In Indonesia today, as in many other parts of the world, English is also considered as one of the most important foreign languages. Therefore, this language is prescribed to function as follows:

- 1) As a means of communication among nations
- 2) As a means to promote the development of Indonesian language to be a modern one
- 3) As a means of applying the findings of modern sciences and technology.

To achieve those purposes, English is then taught as one of the compulsory subjects in schools of all kinds through Colleges and Universities. Furthermore, in the late one decade (especially in big cities), English has already been formally introduced both in primary and even in nursery or kindergarten schools.

The importance of English in Academic life of Indonesia is especially apparent in College libraries where most of the books and scientific reading materials available are still written in English. Besides, English language in Indonesia is widely accepted and officially acknowledged not only in formal educational institutions, but also in the fields of International relations, such as diplomacy, trades, industries, sciences and technology. Moreover, in the last two decades, almost all of the University students, they must be able to write their thesis or dissertation abstracts in both languages, Indonesian and English. The other obligation that must be fulfilled, especially the postgraduate students, those who are taking Master (S.2) and Doctor / Ph. D (S.3) programs, they must have such a certain score of TOEFL Equivalent ranged from 425 up to 525, or even higher than that if they want to continue their study in overseas countries. This fact shows that English is very important to learn and master, especially those who are concerned with their continuation of higher education. Therefore, theoretically they must be able to master both speaking and writing skills at once if they want to get to know much about the current global issues, and the newest sciences, and high technology as well.

With that prominent position of English language in Indonesia today, it seems natural that the demand for its mastery increases more and more with it, and the expectation for better results from its teaching. However, the teaching of English has not yet really satisfied the demand and fulfilled what it is expected to be. Both the teacher and the students often find it difficult to solve this problem of teaching and learning foreign language. Besides the teachers themselves often feel that their teaching has not been successful yet even though they have already tried to change and apply many kinds of different

methods, techniques, and approaches, to achieve one teaching objective: 'to make their students be able to speak it well'. This is the real fact that after completing their study, most of the learners are neither able to speak nor write English well even though they have been learning English for more than 12 years (6 years in Elementary; 6 years in Junior and Senior High Schools; and 1 year in University). According to the research, it was reported that only about 5 to 10% of the SMU graduates is good in English. And many of them do not only learn from their teacher from formal school but informal institution, such as in language courses.

The incapability of both speaking and writing might be caused of some factors. One of them is that they may never have had the opportunity to hear and practice it regularly; The second, Teachers talked a great deal about English, but they seldom spoke English itself. Their explanations, comments, and discussions were almost entirely in the native language of their students. Under these conditions, it is not all surprising that most of the students have had difficulty to understand spoken English. Many experts of language suggested that the objective of language teaching must be Communicative Competence. On the contrary, speaking skill in Indonesia is never taught in schools properly. Therefore, it seems that the teaching of English in Indonesia is still inadequate, and that there is a great need for improvements in the area of student's speaking ability. Unfortunately, the most critical objective of English Language Teaching in Indonesia as stated in the SMA curriculum is to let the students be able to read scientific reading materials in English.

Taking into account the objective of English teaching above, it is finally a universal complain that the graduated students of SMA do not master English properly especially in speaking ability. This might be due to the fact that their contact with English in oral, as well as written form is very rare, and it is usually limited to classroom hours only. Who is to be blamed then? The curriculum, the teachers, teaching method, or the students themselves who have no motivation at all in learning? This is our 'homework' that needs overcoming together!!!

For SMP and SMA students, the inability in speaking English is perhaps not becoming a great problem, as the objective of teaching English as a foreign language in this level is to enable the students to read the text books written in English. Meanwhile, the portion of teaching speaking is only less than 20%. But those who will enter the University especially majoring in English department, the inability in speaking English of course will seriously influence their following English learning. Therefore, it is suggested that they have to join an extra class, such as taking an English course if they think that their English competence is not good enough. And they have to learn it more seriously and attentively supported with high motivation, and practice it regularly as well, to achieve the goal. Otherwise, their English competence will be the same as those who do not take an extra class. They should not have just depended on English learning 100% from their teachers of formal schools, and they must work harder and harder to chase their fact of having fallen behind.

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